Grades K-8

English Language Arts Curriculum Framework

Revised 2003

English Language Arts Curriculum Frameworks

Standards

Oral and Visual Communications	
1. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information.
2. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
3. Media Literacy	Students shall demonstrate knowledge and understanding of media as a mode of communication.
Writing	
4. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
5. Purpose, Topics, Forms and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
6. Conventions	Students shall apply knowledge of Standard English conventions in written work.
7. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.
Reading	
8. Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
9. Comprehension	Students shall apply a variety of strategies to read and comprehend printed material.
10. Variety of text	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
11. Vocabulary, Word Study and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Inquiring/Researching	
12. Research/Inquiry Process	Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate ideas in ways that suit the purpose and audience.

*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.

Strand: Oral and Visual Communications

Standard 1. *Speaking:*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Speaking vocabulary	OV.1.K.1 Name or describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	OV.1.1.1 Use more descriptive and precise vocabulary to name and describe known items OV.1.1.2. Use singular and plural nouns appropriately in speech	OV.1.2.1 Use words that reflect a growing range of interests and knowledge OV.1.2.2 Use synonyms and antonyms appropriately in speech	OV.1.3.1 Use pronouns appropriately in speech OV.1.3.2 Clarify and explain words and ideas orally OV.1.3.3 Use adjectives appropriately in speech	OV.1.4.1 Use subject-related information and vocabulary OV.1.4.2 Adjust language and vocabulary to fit an audience, topic, or purpose
Speaking behaviors	OV.1.K.2 Focus on audience OV.1.K.3 Express ideas in complete sentences when speaking OV.1.K.4 Make appropriate comments about the ideas of others	OV.1.1.3 Focus on audience (i.e., eye contact) OV.1.1.4 Use voice level, phrasing, and intonation to speak clearly and audibly OV.1.1.5. Follow etiquette for conversation OV.1.1.6 Make appropriate comments and suggestions and ask clarifying questions about the ideas and work of others	OV.1.2.3 Focus on audience (i.e., posture) OV.1.2.4 Introduce self to others OV.1.2.5 Adapt spoken language to the audience, purpose, and occasion OV.1.2.6 Use oral language for different purposes (i.e., to inform, persuade, and entertain)	OV.1.3.4 Focus on audience (i.e., gestures and body language) OV.1.3.5 Respond appropriately when being introduced OV.1.3.6 Adapt spoken language to the audience, purpose and occasion (i.e., volume, pitch, and rate) OV.1.3.7 Communicate ideas sequentially or organized around major points of information	OV.1.4.3 Focus on audience (i.e., appearance and facial expressions) OV.1.4.4 Make proper introductions and respond courteously OV.1.4.5 Adapt spoken language, including word choice OV.1.4.6 Communicate ideas and information with clarity

Key: *OV.1.K.4 = Oral and Visual Communications. Standard 1. Kindergarten. 4th Student Learning Expectation*

Strand: Oral and Visual Communications

Standard 1. *Speaking:*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Speaking to share understanding of information		OV.1.1.7 Support spoken ideas and opinions with examples	OV.1.2.7 Support spoken ideas and opinions with examples and evidence	OV.1.3.8 Support spoken ideas and opinions with examples, evidence, and elaboration	OV.1.4.7 Give precise directions and instructions for more complex activities and tasks
	OV.1.K.5 Give simple one-step directions	OV.1.1.8 Give simple two-step directions	OV.1.2.8 Give three-step and four-step directions	OV.1.3.9 Give multiple step directions and explanation as needed	
	OV.1.K.6 Participate in discussions about a variety of topics, including books and personal experiences	OV.1.1.9 Participate in discussions about a variety of topics, including classroom events	OV.1.2.9 Participate in formal and informal discussions about a variety of topics including school events	OV.1.3.10 Participate in formal and informal discussions about a variety of topics including community events	OV.1.4.8 Participate in formal and informal discussions about a variety of topics including state and/or national events
				OV.1.3.11 Provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas and opinions	OV.1.4.9 Encourage others to participate in discussions (i.e., avoid monopolizing the conversation and raise pertinent questions)
Speaking for literary response and expression	OV.1.K.7 Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts	OV.1.1.10 Tell and retell stories providing the characters, setting, problem, events, and resolution in logical order, with or without prompts	OV.1.2.10 Tell and retell stories incorporating the use of descriptive language and elements of a story	OV.1.3.12 Tell and retell stories in an informal storytelling format using descriptive language, story elements, and *voice* to create interest and mood	OV.1.4.10 Tell and retell stories in a formal storytelling format using descriptive language, story elements, and *voice* to create interest and mood

Key: *OV.1.K.4 = Oral and Visual Communications. Standard 1. Kindergarten. 4th Student Learning Expectation*

Strand: Oral and Visual Communications

Standard 1. *Speaking:*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	OV.1.K.8 Participate in a variety of speaking activities including shared reading, oral retelling and dramatizations	OV.1.1.11 Participate in a variety of speaking activities, including choral reading	OV.1.2.11 Participate in a variety of speaking activities, including reader's theatre	OV.1.3.13 Participate in a variety of speaking activities, including book talks	OV.1.4.11 Participate in a variety of speaking activities, including book reports
Speaking for critical analysis and evaluation	OV.1.K.9 Accept contributions of teacher to improve speaking performance	OV.1.1.12 Ask for clarification and explanation of words and ideas OV.1.1.13 Accept contributions of teacher or group to improve speaking performance	OV.1.2.12 Ask and answer questions OV.1.2.13 Accept contributions of teacher or group to make modifications and improve speaking performance	OV.1.3.14 Express opinions and solve problems OV.1.3.15 Accept contributions of teacher or group to establish goals to improve speaking performance	OV.1.4.12 Ask and answer relevant questions and make contributions in small or large group discussions OV.1.4.13 Utilize established goals to improve speaking performance

Key: *OV.1.K.4 = Oral and Visual Communications. Standard 1. Kindergarten. 4th Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Listening for information and understanding	OV.2.K.1 Demonstrate active listening behaviors (i.e., facing the speaker, making eye contact, and maintaining attention OV.2.K.2 Listen for a purpose OV.2.K.3 Follow one-step oral directions	OV.2.1.1 Demonstrate active listening behaviors (i.e., taking turns to speak) OV.2.1.2 Listen and identify topic OV.2.1.3 Follow two-step oral directions	OV.2.2.1 Demonstrate active listening behaviors (i.e., asking relevant questions) OV.2.2.2 Listen and identify details that support the topic OV.2.2.3 Follow oral directions with three or four steps	OV.2.3.1 Demonstrate active listening behaviors (i.e., appropriate feedback and contributions of relevant information) OV.2.3.2 Listen and summarize information OV.2.3.3 Listen to acquire new vocabulary OV.2.3.4 Follow oral directions and monitor for clarity	OV.2.4.1 Demonstrate active listening behaviors (i.e., beginning note taking) OV.2.4.2 Listen and evaluate information OV.2.4.3 Listen to understand, organize, and remember directions for doing tasks and assignments
Listening and responding to literature	OV.2.K.4 Listen to literature presented using a variety of media, including teacher reading, computer, or tape recording	OV.2.1.4 Listen to literature and respond appropriately, including predicting, connecting, questioning, and discussing the text	OV.2.2.4 Listen to literature and respond appropriately, including comparing/ contrasting and extending the text	OV.2.3.5 Listen and respond to literature, including identifying the craftsmanship of the author	OV.2.4.4 Listen and respond to literature, including inferring underlying themes or messages

Key: *OV.2.K.4 = Oral and Visual Communications. Standard 2. Kindergarten. 4th Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	OV.2.K.5 Listen to a variety of texts from various cultures read aloud every day				
Listening for critical analysis and evaluation	OV.2.K.6 Listen for specific information	OV.2.1.5 Listen for specific information in order to respond with appropriate feedback OV.2.1.6 Show interest in and respond appropriately to verbal and musical performances	OV.2.2.5 Listen for answers to specific questions and for specific purposes in response to nonfiction text OV.2.2.6 Evaluate a performance by giving an opinion with evidence to support it	OV.2.3.6 Identify the purpose and content of verbal communication and nonverbal cues OV.2.3.7 Evaluate a performance on the basis of a predetermined criteria/*rubric* developed by the teacher	OV.2.4.5 Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues OV.2.4.6 Evaluate a performance on the basis of a predetermined criteria/ *rubric* developed by the class

Key: *OV.2.K.4 = Oral and Visual Communications. Standard 2. Kindergarten. 4th Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 3: *Media Literacy*

Students shall demonstrate knowledge and understanding of media as a mode of communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Utilizing media for information and understanding	OV.3.K.1 Listen to and view a variety of media to understand and extend learning OV.3.K.2 Identify the various types of media in daily life	OV.3.1.1 Listen to and view a variety of media to understand and extend learning OV.3.1.2 Explore media for ideas and relationships and for cultural awareness	OV.3.2.1 Distinguish the purpose of various types of media *presentation*s, including informational or entertainment *presentation*s	OV.3.3.1 Gather and use information from various types of media	OV.3.4.1 Distinguish the purpose of various types of media *presentation*s, including persuasive *presentation*s
Utilizing media for personal response and expression	OV.3.K.3 Respond to media in a variety of ways (i.e., art and movement)	OV.3.1.3 Respond to media in a variety of ways (i.e., art, writing, and movement)	OV.3.2.2 Respond to media in a variety of ways (i.e., art, writing, movement, and music)	OV.3.3.2 Respond to media in a variety of ways (i.e., art, writing, and plays)	OV.3.4.2 Respond to media in a variety of ways (i.e., art, writing, discussion, and drama)
Utilizing media for critical analysis and evaluation	OV.3.K.4 Review audio and video recordings of class *presentation*s	OV.3.1.4 Identify differences in a variety of media *presentation*s	OV.3.2.3 Compare and contrast a variety of media *presentation*s	OV.3.3.3 Compare and contrast literature from two media sources *presentation*s	OV.3.4.3 Compare and contrast the influence of media *presentation*s on daily life OV.3.4.4 Interpret the role of advertising as a part of media

Key: *OV.3.K.4 = Oral and Visual Communications. Standard 3. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Prewriting	W.4.K.1 Generate topics and content by drawing, sharing personal experiences, and responding to books	W.4.1.1 Create and maintain a topic list W.4.1.2 Focus on one topic	W.4.2.1 Contribute to a writer's notebook (i.e., interesting words or phrases, books or experiences that spark an interest, etc.)		
	W.4.K.2 Apply strategies, when prompted, to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)	W.4.1.3 Apply strategies to move from oral language to written language (i.e., orally compose message and verbally rehearse, etc.)	W.4.2.2 Use prewriting strategies to organize ideas	W.4.3.1 Use a variety of planning strategies/ organizers	W.4.4.1 Organize writing to convey a central idea
		W.4.1.4 Develop one topic	W.4.2.3 Make decisions about which topic to work on over several days	W.4.3.2 Focus on a central idea	W.4.4.2 Focus on one aspect of a topic
		W.4.1.5 Use a story frame or paragraph frame to organize writing		W.4.3.3 Identify the audience W.4.3.4 Select appropriate resources for personal and informational writing	W.4.4.3 Select relevant information from a variety of sources
	W.4.K.3 Participate in teacher led prewriting activities to develop an understanding of the *writing process*	W.4.1.6 Participate in teacher led prewriting activities to promote organization of writing (i.e., story maps, webbing, and graphic organizers)		W.4.3.5 Use available technology to collect information for writing	W.4.4.4 Use available technology to collect information for writing

Key: *W.4.K.4 = Writing. Standard 4. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Drafting	W.4.K.4 Use letters and phonetically spelled words to write about self-selected topics W.4.K.5 Write from left to right and top to bottom and use return sweep W.4.K.6 Apply strategies for moving from oral language to writing (i.e., reread text to get to next word in the message, etc.) W.4.K.7 Apply knowledge of letters and words (i.e., groups of letters represent words and a space occurs between words, etc.) W.4.K.8 Demonstrate understanding that letters must occur in a specific sequence within a word	W.4.1.7 Use prewriting activities to create a draft W.4.1.8 Elaborate to expand an idea W.4.1.9 Include an introductory sentence and a sense of closure W.4.1.10 Use a core of high frequency words fluently	W.4.2.4 Organize writing appropriately (i.e., sequence, main idea and detail, cause and effect, etc.) W.4.2.5 Create well-developed paragraphs that include introduction, details, and conclusion W.4.2.6 Include relevant information in writing	W.4.3.6 Develop drafts by sorting information into categories and using the categories as paragraphs W.4.3.7 Create well-developed introductory and concluding paragraphs W.4.3.8 Include descriptive details that elaborate the central idea	W.4.4.5 Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into larger units of text W.4.4.6 Create an introduction that hooks the reader W.4.4.7 Write several related paragraphs on the same topic W.4.4.8 Develop strong closure W.4.4.9 Draft information collected during reading and/or research into writing

Key: *W.4.K.4 = Writing. Standard 4. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	W.4.K.9 Use strategies for applying phonemic awareness and *phonics* knowledge (i.e., break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds, etc.) W.4.K.10 Write simple messages independently to demonstrate the understanding that speech can be written	W.4.1.11 Use strategies for applying phonemic awareness and *phonics* knowledge (i.e., slowly articulate or segment words in order to hear sounds and record corresponding letters, break words at *onset* and *rime* to record corresponding letter patterns, etc.)			
Revising	W.4.K.11 Reread message to check for accuracy and meaning	W.4.1.12 Reread and revise for meaning based on teacher conference W.4.1.13 Elaborate message when prompted	W.4.2.7 Revise writing for organization, content, and clarity based on peer responses and teacher conferences W.4.2.8 Elaborate message independently	W.4.3.9 Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference	W.4.4.10 Revise writing to utilize elements of *style*, including word choice and sentence variation

Key: *W.4.K.4 = Writing. Standard 4. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
			W.4.2.9 Delete irrelevant information W.4.2.10 Give and receive feedback about writing		W.4.4.11 Revise drafts for coherence, *style*, content and logical support of ideas based on peer responses and teacher conferences
	W.4.K.12 Participate in teacher-led revision		W.4.2.11 Utilize a teacher-made revision checklist	W.4.3.10 Utilize a revision checklist developed by the class to independently revise writing	W.4.4.12 Select a revision checklist to independently revise writing

Key: *W.4.K.4 = Writing. Standard 4. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Editing *Note to teacher:* Align with Conventions Standard.		W.4.1.14 Edit for complete sentences, appropriate capitalization, punctuation, and appropriate spelling W.4.1.15 Utilize available resources to edit personal writing (i.e., editing checklist, personal dictionary, word wall, etc.)	W.4.2.12 Edit for complete sentences, spelling of appropriate words, *usage*, punctuation, and capitalization W.4.2.13 Utilize available resources to edit personal writing (i.e., editing checklist, simple thesaurus, dictionary, etc.)	W.4.3.11 Edit for spelling of appropriate words, *usage*, punctuation, capitalization, and sentence structure W.4.3.12 Utilize available resources to edit personal writing (i.e., editing checklist, thesaurus, dictionary, available technology, etc.)	W.4.4.13 Edit for spelling of appropriate words, *usage*, punctuation, capitalization, and sentence structure without the aid of a checklist
Publishing	W.4.K.13 Prepare pieces for publication (i.e., illustrations, rewriting, etc.) W.4.K.14 Share writing with others	W.4.1.16 Prepare pieces for publication (i.e., illustrations, rewriting or typing, and page break, etc.) W.4.1.17 Share writing with others	W.4.2.14 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, and charts, etc.)	W.4.3.13 Prepare pieces for publication (i.e., illustrations, rewriting or typing/word processing, page break, charts, and diagrams, etc.)	

Key: *W.4.K.4 = Writing. Standard 4. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	W.4.K.15 Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	W.4.1.18 Polish approximately ten pieces throughout the year (i.e., thank you notes, classroom book, posters, stories, and poems, etc.)	W.4.2.15 Polish approximately ten pieces throughout the year (i.e., friendly letters, invitations, poems, stories, and songs, etc.)	W.4.3.14 Polish approximately ten pieces throughout the year (i.e., letters, stories, poems, and reports, etc.)	W.4.4.14 Polish approximately ten pieces throughout the year (i.e., longer compositions, more descriptive passages, etc.)
		W.4.1.19 Use available technology for publishing	W.4.2.16 Use available technology for publishing	W.4.3.15 Use available technology for publishing	W.4.4.15 Use available technology for publishing
	W.4.K.16 Contribute to a writing *portfolio*	W.4.1.20 Select pieces for a writing *portfolio*	W.4.2.17 Select pieces for a writing *portfolio* that demonstrate growth	W.4.3.16 Select pieces for a writing *portfolio* that demonstrate success in writing in a variety of genres	W.4.4.16 Select pieces for a writing *portfolio* that demonstrate abilities to write in different genres for different audiences, purposes, and formats

Key: *W.4.K.4 = Writing. Standard 4. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Purposes and Audiences	W.5.K.1 Write for self W.5.K.2 Write and/or draw to communicate ideas W.5.K.3 Explain some of the purposes for writing, such as telephone messages, recipes, or lists	W.5.1.1 Write for peers W.5.1.2 Determine purpose for writing by explaining why some text forms may be more appropriate than others	W.5.2.1 Write for other people (i.e., parents, relatives, friends, teachers, and authors) W.5.2.2 Match purpose for writing to the appropriate audience	W.5.3.1 Write for a specific purpose and audience W.5.3.2 Write to persuade, inform, entertain, and describe	W.5.4.1 Write for a general audience (i.e., newspaper and website, etc.) W.5.4.2 Write to define, clarify, develop ideas, and express creativity W.5.4.3 Record reactions to personal and school related experiences
Topics and Forms	W.5.K.4 Write daily W.5.K.5 Write brief personal narratives and simple informational text (i.e., journal writing, etc.)	W.5.1.3 Write daily W.5.1.4 Write instructions with appropriate sequence W.5.1.5 Write brief *expository* descriptions of a real object, person, place, or event using some detail	W.5.2.3 Write daily W.5.2.4 Respond to open-ended questions W.5.2.5 Write an informational paragraph, including a topic sentence, details, and conclusion	W.5.3.3 Write daily W.5.3.4 Write informational pieces with at least two paragraphs	W.5.4.4 Write daily W.5.4.5 Write informational text of at least three paragraphs on one topic using three sources of information

Key: *W.5.K.4= Writing. Standard 5. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	W.5.K.6 Respond by writing or drawing pictures to stories read aloud	W.5.1.6 Write thank you notes, invitations, and personal narratives W.5.1.7 Compose labels, captions, events, and/or stories in response to a theme or subject area W.5.1.8 Write *couplet*s and *acrostics*	W.5.2.6 Write a *narrative* that presents a logical sequence of events and describes the setting, character, and events in detail W.5.2.7 Write thank you notes, friendly letters (identifying the five parts), and invitations W.5.2.8 Write retellings of fairy tales and folk tales W.5.2.9 Write simple *quatrain*s and shape poetry W.5.2.10 Write letters to authors W.5.2.11 Write text variations (i.e., change setting, characters, or ending, etc.)	W.5.3.5 Respond to literature with specific reference to the text W.5.3.6 Write descriptive narratives W.5.3.7 Write an original fable and tall tale W.5.3.8 Write *cinquain*s and *diamantes*	W.5.4.6 Write complex narrative, descriptive, expository, and persuasive compositions that have topic sentences, concrete sensory supporting details, a context to allow the reader to imagine the event, and a logical conclusion W.5.4.7 Write *free verse* and *limericks* W.5.4.8 Write mysteries and realistic fiction W.5.4.9 Write summaries based on the main idea of a reading selection and its most significant details

Key: *W.5.K.4= Writing. Standard 5. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 5: *Purposes, Topics, Forms and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
			W.5.2.12 Write connections between text and self W.5.2.13 Write in a personal journal W.5.2.14 Write independently on self-selected topics	W.5.3.9 Explain connections between text and world W.5.3.10 Write on demand to a specified prompt within a given time frame	W.5.4.10 Write on demand to a specified prompt within a given time frame

Key: *W.5.K.4= Writing. Standard 5. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Sentence Formation	W.6.K.1 Write simple sentences around known words, repetitive phrases, and sentence beginnings	W.6.1.1 Use basic sentence structure for simple sentences W.6.1.2 Vary sentence beginnings	W.6.2.1 Use a variety of simple sentences W.6.2.2 Vary *sentence patterns* and lengths	W.6.3.1 Use a variety of simple and compound sentences W.6.3.2 Eliminate fragments W.6.3.3 Create sentences with compound subjects	W.6.4.1 Use a variety of simple, compound, and complex sentences (i.e., completeness and standard word order, etc.) W.6.4.2 Eliminate run-on sentences W.6.4.3 Create sentences with compound subjects, verbs, and objects W.6.4.4 Embed subordinating ideas in sentences (i.e., prepositional structures and infinitives, etc.)
Usage	W.6.K.2 Use the *syntax* of oral language	W.6.1.3 Use subject and verb agreement in simple sentences	W.6.2.3 Use singular and plural pronouns correctly W.6.2.4. Incorporate transition words	W.6.3.4 Use subject and verb agreement in compound sentences W.6.3.5 Use possessive pronouns correctly	W.6.4.5 Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech

Key: *W.6.K.4= Writing. Standard 6. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
			W.6.2.5 Combine sentences correctly W.6.2.6 Use and punctuate declarative, interrogative, imperative, and exclamatory sentences	W.6.3.6 Use the pronouns *I* and *me* correctly in sentences W.6.3.7 Use past and present verb tense W.6.3.8 Use singular possessives	W.6.4.6 Maintain appropriate tense throughout text W.6.4.7 Include prepositional phrases in writing W.6.4.8 Eliminate double negatives W.6.4.9 Use the articles *a*, *an* and *the* correctly
Spelling	W.6.K.3 Use phonetic strategies to spell unknown words (i.e., segmentation) W.6.K.4 Spell a few high frequency words correctly	W.6.1.4 Use phonetic strategies to spell unknown words (i.e., segmentation and analogies to known words) W.6.1.5 Spell basic high frequency words correctly	W.6.2.7 Use phonetic strategies and common visual patterns to spell unfamiliar words W.6.2.8 Spell a growing number of high frequency words correctly	W.6.3.9 Use less common visual patterns to spell unfamiliar words W.6.3.10 Use correct spelling for high frequency words, including irregular plurals	W.6.4.10 Demonstrate use of conventional spelling by spelling most words correctly W.6.4.11 Use syllable juncture patterns to write multi-syllabic words (i.e., dropping final *e*, doubling consonants, and open and *closed syllable*s)

Key: *W.6.K.4= Writing. Standard 6. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
			W.6.2.9 Use knowledge of prefixes and common inflectional endings to spell new words	W.6.3.11 Use knowledge of suffixes to correctly spell words W.6.3.12 Use inflectional ending patterns (i.e., consonant doubling, dropping *e*, changing *y* to *i*) W.6.3.13 Spell commonly used *homophones* correctly in context	W.6.4.12 Use knowledge of syllables and affixes to spell words correctly

Key: *W.6.K.4= Writing. Standard 6. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Capitalization	W.6.K.5 Capitalize own name W.6.K.6 Capitalize pronoun *I*	W.6.1.6 Capitalize the beginning of sentence W.6.1.7 Capitalize proper names	W.6.2.10 Capitalize the beginning of sentence W.6.2.11 Capitalize proper nouns	W.6.3.14 Use capital letters for emphasis W.6.3.15 Capitalize titles and abbreviations	W.6.4.13 Demonstrate accurate use of capital letters W.6.4.14 Capitalize dialogue
Punctuation	W.6.K.7 Begin to use punctuation	W.6.1.8 Use periods at the end of a sentence	W.6.2.12 Use question marks W.6.2.13 Use apostrophes for contractions and singular possessives W.6.2.14 Use exclamation marks for emphasis W.6.2.15 Use comma in dates and addresses	W.6.3.16 Use commas in a series and greeting and closing of a letter W.6.3.17 Use simple abbreviations W.6.3.18 Use sentence meaning to determine correct ending punctuation	W.6.4.15 Use apostrophe with plural possessives W.6.4.16 Use quotation marks and commas with dialogue W.6.4.17 Use commas to set off a person's name in a sentence, when appropriate W.6.4.18 Use a comma before a conjunction in a compound sentence W.6.4.19 Use a comma with an introductory dependent clause

Key: *W.6.K.4= Writing. Standard 6. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 6: *Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Formatting	W.6.K.8 Write left to right with return sweep W.6.K.9 Leave spaces between words W.6.K.10 Use correct letter formation	W.6.1.9 Write with the format of lines and spaces provided by the selected paper W.6.1.10 Print legibly by forming letters and leaving spaces between words and sentences	W.6.2.16 Write legibly in manuscript	W.6.3.19 Write legibly in cursive W.6.3.20 Indent to show paragraphs	W.6.4.20 Format writing appropriately according to audience, purpose, and form W.6.4.21 Indicate paragraphs using indention or block style

Key: *W.6.K.4= Writing. Standard 6. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Purposefully shaping and controlling language	W.7.K.1 Include drawings that support meaning W.7.K.2 Incorporates language acquired from reading and/or conversation W.7.K.3 Incorporate into personal writing literary language and *style*s heard or read in the classroom W.7.K.4 Use predictable texts as model for own writing	W.7.1.1 Include some concrete details when writing W.7.1.2 Imitate *narrative* elements and predictable language patterns derived from known texts W.7.1.3 Use adjectives when writing about people, places, things, and events W.7.1.4 Produce writing that uses the full range of words in their speaking vocabulary W.7.1.5 Select more precise words when prompted	W.7.2.1 Develop a beginning, middle, and end to a story W.7.2.2 Take on strategies and elements of author's craft that the class has discussed in their study of literary works W.7.2.3 Compose a text following the structure of a poem, story, or informational (*expository*) text W.7.2.4 Embed literary language in writing (i.e., "Once upon a time…")	W.7.3.1 Use *organizational structur*e that is useful to the reader W.7.3.2 Include relevant information and elaboration on the topic W.7.3.3 Arrange steps in a logical sequence W.7.3.4 Use transition words W.7.3.5 Make word choices to accurately convey the message	W.7.4.1 Engage the reader by developing a lead and a sense of closure W.7.4.2 Use logical sequence W.7.4.3 Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing W.7.4.4 Describe characters and setting W.7.4.5 Use diagrams, charts, or illustrations appropriate to the text

Key: *W.7.K.4= Writing. Standard 7. Kindergarten. 4th Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
		W.7.1.6 Use newly learned words in writing	W.7.2.5 Apply new vocabulary and concepts into writing	W.7.3.6 Apply new vocabulary and concepts from reading to writing	W.7.4.6 Use purposeful vocabulary
		W.7.1.7 Examine written work with teacher guidance to determine progress in writing and work habits	W.7.2.6 Apply commonly agreed upon criteria and own judgment to assess the quality of own work	W.7.3.7 Use a checklist to monitor expectations in writing	
	W.7.K.5 Listen and respond to writings of others		W.7.2.7 Respond to the writing of others by giving specific feedback on the clarity and logical order of the writing	W.7.3.8 Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order	W.7.4.7 Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas
				W.7.3.9 Identify the most effective features of a piece of writing using criteria generated by the teacher (i.e., precise verbs and adjectives, etc.)	W.7.4.8 Identify the most effective features of a piece of writing using criteria generated by the teacher or class
			W.7.2.8 Examine written work to determine progress in writing and work habits	W.7.3.10 Examine written work to determine progress in writing and work habits and explain personal changes over time	

Key: *W.7.K.4= Writing. Standard 7. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 8: *Foundations of Reading*

Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Kindergarten	**Grade 1**	**2-12**
Utilizing concepts about print	R.8.K.1 Demonstrate understanding of the relationship between written and oral language R.8.K.2 Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back) R.8.K.3 Apply knowledge of letter and word R.8.K.4 Apply knowledge of first and last (i.e., letter, sounds, words, etc.) R.8.K.5 Track known print using one-to-one correspondence R.8.K.6 Identify the front cover and back cover of a book R.8.K.7 Identify what an author does and what an illustrator does	R.8.1.1 Distinguish between letters, words and sentences R.8.1.2 Apply knowledge of letter, word, sentence and paragraph R.8.1.3 Recognize that there are correct spellings for words R.8.1.4 Identify the author and title of a book	
Developing phonological awareness	R.8.K.8 Identify and produce oral rhymes R.8.K.9 Segment oral language into sentences and words R.8.K.10 Identify and work with syllables, *onset*s, *rime*s in spoken words	R.8.1.5 Blend *phoneme*s fluently R.8.1.6 Segment *phoneme*s fluently (minimum 40 *phoneme*s per minute) R.8.1.7 Delete *phoneme*s to create new words	

Key: *R.8.K.4= Reading. Standard 8. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 8: *Foundations of Reading*

Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.

	Kindergarten	Grade 1	2-12
	R.8.K.11 Isolate individual *phoneme*s in a word R.8.K.12 *Recognize like *phoneme*s in different words (*phoneme* identity) R.8.K.13 Categorize words with like and unlike *phoneme*s R.8.K.14 Blend separate *phoneme*s orally into one-syllable words R.8.K.15 Segment individual *phoneme*s orally in one-syllable words	R.8.1.8 Add *phoneme*s to existing words to create new words R.8.1.9 Substitute one *phoneme* for another to make new words	

***Key:** R.8.K.4= Reading. Standard 8. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Using prior knowledge to make meaning	R.9.K.1 Preview the selection and use prior knowledge to make reasonable predictions	R.9.1.1 Access appropriate prior knowledge to enhance and monitor the understanding of the text	R.9.2.1 Activate prior knowledge by using features of text and/or knowledge of the author	R.9.3.1 Activate prior knowledge by previewing and using text structure R.9.3.2 Use prior knowledge to determine a purpose for reading	R.9.4.1 Organize prior knowledge and new information to make meaning of the text
Using connections to make meaning	R.9.K.2 Make connections from text to self during read aloud R.9.K.3 Make connections from text to text during read aloud	R.9.1.2 Make connections from text to self during independent reading R.9.1.3 Make connections from text to text during independent reading	R.9.2.2 Make connections from different parts of the same text	R.9.3.3 Make connections from text to world during reading	R.9.4.2 Make connections that demonstrate a deeper understanding of text related to self, text, and/or world
Using visualization to make meaning	R.9.K.4 Form a mental picture from text read by the teacher, including story elements or descriptions	R.9.1.4 Form a mental picture from text read independently, including story elements or descriptions	R.9.2.3 Form mental pictures from text read independently, including sequence of a process	R.9.3.4 Form mental pictures to organize and visualize the content of the text	R.9.4.3 Form mental pictures reflecting vivid details and personal connections with the text R.9.4.4 Revise mental pictures based on new information from the text

***Key**: R.9.K.4=Reading. Standard 9. Kindergarten. 4th Student LearningExpectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Using questioning and monitoring to make meaning	R.9.K.5 Ask and answer questions about the text R.9.K.6 Ask and answer questions in response to what is heard or read	R.9.1.5 Ask and answer questions before, during, and after the reading, including *who*, *what*, *when*, *where*, *why* and *how* R.9.1.6 Locate information within the text to answer literal questions R.9.1.7 Ask questions that seek elaboration and justification R.9.1.8 Know when the text doesn't make sense and search for clarification	R.9.2.4 Discuss how, why, and what-if questions about texts R.9.2.5 Locate information within the text to answer literal and inferential questions R.9.2.6 Ask others questions that seek elaboration and justification	R.9.3.5 Generate questions and check the text for answers R.9.3.6 Question the author's purpose R.9.3.7 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	R.9.4.5 Generate questions that reflect active engagement in the text R.9.4.6 Use additional resources to support answers to questions formulated before, during, and after reading

***Key**: R.9.K.4=Reading. Standard 9. Kindergarten. 4th Student LearningExpectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Using inferences to make meaning	R.9.K.7 Predict what will happen next in a text R.9.K.8 Predict repetitive text R.9.K.9 Use pictures to make predictions about the content	R.9.1.9 Make and explain inferences from text, such as making predictions and drawing conclusions	R.9.2.7 Read to confirm or change predictions R.9.2.8 Make and explain inferences from text, such as cause and effect relationships	R.9.3.8 Discuss why an author may have selected particular words or phrases R.9.3.9 Draw inferences, such as conclusions or generalizations, and support them with text evidence and/or personal experiences	R.9.4.7 Infer the purpose of the text to expand comprehension R.9.4.8 Describe how the author's purpose determines the choice of language and information in a text R.9.4.9 Use inferences to expand understanding of content knowledge
Determining importance to make meaning	R.9.K.10 Retell stories and events using beginning, middle, and end R.9.K.11 Identify the topic or main idea of a selection	R.9.1.10 Retell stories identifying characters, setting, events, problem, and resolution R.9.1.11 Create a main idea statement about a selection	R.9.2.9 Determine a text's main idea and how those ideas are supported with details	R.9.3.10 Organize information and events logically R.9.3.11 Determine the purpose for reading	R.9.4.10 Sort relevant and irrelevant information based on the purpose of reading R.9.4.11 Read a text for a variety of purposes

***Key**: R.9.K.4=Reading. Standard 9. Kindergarten. 4th Student LearningExpectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
		R.9.1.12 Refer explicitly to parts of the text when presenting or defending a claim			
Summarizing and synthesizing for meaning	R.9.K.12 Use a few details to retell a simple story with a beginning, middle, and end R.9.K.13 Create art work and/or a simple written response that shows comprehension of a story R.9.K.14 Discuss reading with others	R.9.1.13 Retell a story by including story elements R.9.1.14 Create art work and appropriate written responses that show comprehension of a text	R.9.2.10 Describe the cause and effect of specific events within a text R.9.2.11 Present a logical interpretation of a book R.9.2.12 Summarize major points of a text	R.9.3.12 Summarize a story R.9.3.13 Summarize major points found in nonfiction materials R.9.3.14 Follow directions encountered in functional texts	R.9.4.12 Summarize content of selection, identifying important ideas and providing details for each important idea

***Key**: R.9.K.4=Reading. Standard 9. Kindergarten. 4th Student LearningExpectation*

Strand: Reading

Standard 10: ***Variety of texts***

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Exhibit behaviors and habits of an active reader	R.10.K.1 Read daily R.10.K.2 Read and explain own writing and drawings R.10.K.3 Distinguish different forms of text, such as story or informational R.10.K.4 Demonstrate knowledge of the content of the works of a single author R.10.K.5 Participate actively (react, join in, predict, read along, etc.) when predictable and patterned selections are read aloud	R.10.1.1 Read daily R.10.1.2 Distinguish fantasy from realistic text R.10.1.3 Distinguish between fiction and nonfiction R.10.1.4 Read and compare multiple books by the same author R.10.1.5 Read during independent reading time R.10.1.6 Read and reread with others through shared, partner, and choral reading R.10.1.7 Talk about several books on the same theme	R.10.2.1 Read daily R.10.2.2 Distinguish different forms of text and their functions R.10.2.3 Demonstrate knowledge of the content and theme of the works of a single author R.10.2.4 Read multiple books in the same genre but by different authors	R.10.3.1 Read daily R.10.3.2 Demonstrate knowledge of the content, *style*, and theme of the works of a single author R.10.3.3 Discuss authors, stories, and other texts and make recommendations to classmates and teachers	R.10.4.1 Read daily R.10.4.2 Compare and contrast fiction and nonfiction R.10.4.3 Analyze and compare the distinguishing features of familiar genres

Key: *R.10.K.4=Reading. Standard 10. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 10: ***Variety of texts***

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	R.10.K.6 Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills, including picture and written responses	R.10.1.8 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including picture and written responses, reading log, and interest list	R.10.2.5 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals	R.10.3.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals	R.10.4.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log interest list, and reading goals
	R.10.K.7 Select familiar books to read from a variety of sources, including classroom, home, and school library	R.10.1.9 Self-select materials on independent reading level based on personal interest	R.10.2.6 Self-select materials on independent reading level based on personal interest and knowledge of authors	R.10.3.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, and different types of texts	R.10.4.5 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts, and estimation of text difficulty
		R.10.1.10 Use graphic organizers, including lists, story frames, and T-charts, to make meaning of the reading selection	R.10.2.7 Use graphic organizers, including story maps, semantic or attribute maps, and Venn diagrams to make meaning of the reading selection	R.10.3.6 Use graphic organizers including character webs and K-W-L charts to make meaning of the reading selection R.10.3.7 Utilize the appropriate areas of the library/media center to select reading materials	R.10.4.6 Use graphic organizers, including main idea/detail maps and outlines to make meaning of the reading selection R.10.4.7 Evaluate texts for appropriateness to reading tasks

Key: *R.10.K.4=Reading. Standard 10. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Reading a variety of informational materials for enjoyment and critical analysis	R.10.K.8 Identify the topics of nonfiction selections read aloud	R.10.1.11 Read a variety of simple informational books for specific information R.10.1.12 Sequence simple actions to make meaning	R.10.2.8 Read a variety of informational texts, including descriptive formats R.10.2.9 Recognize *expository* text structures which are descriptive R.10.2.10 Use headings to locate specific information when reading	R.10.3.8 Read a variety of informational texts, including sequential formats R.10.3.9 Recognize *expository* text structures which are sequential R.10.3.10 Describe in own words new information gained from texts and relate it to prior knowledge	R.10.4.8 Read a variety of informational texts, including comparative formats R.10.4.9 Recognize *expository* text structures which are comparative R.10.4.10 Read critically to compare information from two or more sources
Reading a variety of literature for enjoyment and critical analysis	R.10.K.9 Read a variety of simple repetitive texts, including poetry and nursery rhymes R.10.K.10 Engage in literature (stories, songs, plays and poems, etc.) R.10.K.11 Participate in group innovations of text	R.10.1.13 Read a variety of stories, plays, and predictable books R.10.1.14 Identify story elements in simple stories R.10.1.15 Create innovations from predictable texts	R.10.2.11 Read a variety of stories, including fairy tales and folk tales R.10.2.12 Identify and compare the story elements of fairy tales and folk tales R.10.2.13 Create a fairy tale and/or folk tale	R.10.3.11 Read a variety of stories, including tall tales and fables R.10.3.12 Identify and compare the story elements of tall tales and fables R.10.3.13 Create own tall tale and/or fable	R.10.4.11 Read a variety of stories, including mysteries and realistic fiction R.10.4.12 Identify and compare the story elements of mysteries and realistic fiction R.10.4.13 Create own mystery and/or realistic fiction

Key: *R.10.K.4=Reading. Standard 10. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of texts*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	R.10.K.12 Discuss beginning, middle, and end from books read aloud			R.10.3.14 Identify language and *literary device*s, including mood	R.10.4.14 Identify language and *literary device*s, including *tone*
Reading a variety of poetry for enjoyment and critical analysis	R.10.K.13 Read familiar poems, nursery rhymes, and finger plays to explore rhythm and rhyme R.10.K.14 Discuss familiar poems, nursery rhymes, and finger plays to determine meaning	R.10.1.16 Read simple poems, including *couplet*s and *acrostics* R.10.1.17 Discuss simple poetry to determine meaning R.10.1.18 Analyze poetry to identify the characteristics of simple poems, including acrostics	R.10.2.14 Read a variety of poetry, including *quatrain*s and shape poems R.10.2.15 Discuss poetry to determine meaning R.10.2.16 Analyze poetry to identify the characteristics of *couplet*s and *quatrain*s	R.10.3.15 Read a variety of poetry, including *diamantes* and *cinquain*s R.10.3.16 Discuss poetry to determine meaning R.10.3.17 Analyze poetry to identify the characteristics of *cinquain*s	R.10.4.15 Read a variety of poetry, including simple *free verse* and *limericks* R.10.4.16 Discuss poetry to determine meaning R.10.4.17 Analyze poetry to identify the characteristics of *diamantes*
Reading a variety of practical materials for enjoyment and critical analysis	R.10.K.15 Read labels and environmental print R.10.K.16 Identify common signs and logos	R.10.1.19 Use various forms of functional print, including lunch menus and learning charts, to accomplish tasks R.10.1.20 Understand the function of a dictionary	R.10.2.17 Read functional and instructional messages in the classroom environment, including labels, announcements, instructions and invitations, to accomplish tasks	R.10.3.18 Read a variety of functional/*practical text*s, including menus, recipes, and maps	R.10.4.18 Read a variety of functional/*practical text*s, including brochures, newspaper, and magazine articles

Key: *R.10.K.4=Reading. Standard 10. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 10: ***Variety of texts***

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	R.10.K.17 Use functional print such as name cards, labels, signs, calendar, and word walls to accomplish tasks	R.10.1.21 Use knowledge of alphabetical order by first letter when using a simple reference material R.10.1.22 Use resources, including a table of contents, to enhance reading	R.10.2.18 Use pictures and charts to enhance reading R.10.2.19 Use resources, including class-constructed thesaurus and glossary to enhance reading	R.10.3.19 Use functional print, including recipes, menus, and maps, to accomplish tasks R.10.3.20 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	R.10.4.19 Utilize functional texts, including brochures, newspaper, articles and magazines, to accomplish tasks

Key: *R.10.K.4=Reading. Standard 10. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Meaning-based word recognition	R.11.K.1 Use context clues to predict text (i.e., pictures, repetitive texts)	R.11.1.1 Use knowledge of context clues to make sense of new words	R.11.2.1 Use context clues to make sense of new words	R.11.3.1 Use context clues to determine the precise meaning of new words	R.11.4.1 Use context clues to determine the precise meaning of new words
		R.11.1.2 Determine word meanings by applying knowledge of compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns	R.11.2.2 Use knowledge of personal pronouns, simple abbreviations, antonyms, synonyms, and root words to read with meaning	R.11.3.2 Use knowledge of irregular plurals, verb tenses, *homonyms*, *homographs*, *homophones*, prefixes, and suffixes to read with meaning	R.11.4.2 Use knowledge of plural possessive nouns and irregular verbs to read with meaning
	R.11.K.2 Use story language in discussion and retellings	R.11.1.3 Refine the meanings of words through repeated encounters	R.11.2.3 Self-monitor reading and self-correct	R.11.3.3 Recognize the relationship between a pronoun and its referent R.11.3.4 Recognize and use transition words R.11.3.5 Recognize and use variations of print	R.11.4.3 Explain words with multiple meanings R.11.4.4 Identify figurative language in reading

Key: *R.11.K.4=Reading. Standard 11. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Spelling-sound word recognition (phonics)	R.11.K.3 Understand that a predictable relationship exists between written letters and spoken sounds R.11.K.4 Identify upper- and lower-case letters fluently R.11.K.5 Identify the most common sound associated with individual letters R.11.K.6 Use letter-sound matches to decode simple words R.11.K.7 Use picture clues to cross check for word meaning	R.11.1.4 Know the order of the letters in the alphabet R.11.1.5 Decode single syllable words using initial and final consonants, short vowel patterns, *onset*s and *rime*s, blends and *digraph*s in continuous text	R.11.2.4 Decode words using, blends, *digraph*s, common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text	R.11.3.6 Decode words using variant vowel patterns R.11.3.7 Decode multi-syllabic words using simple syllable patterns	R.11.4.5 Refine strategies to decode multi-syllabic words R.11.4.6 Decode multi-syllabic words using more advanced syllable patterns R.11.4.7 Use related words to determine the spelling of unaccented syllables

Key: *R.11.K.4=Reading. Standard 11. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Sight word recognition	R.11.K.8 Read approximately 25 high frequency words with automaticity during reading R.11.K.9 Locate resources for finding words in the classroom, including word walls, charts, labels, name tags, and picture dictionaries	R.11.1.6 Read fluently approximately 150 high frequency words encountered during reading	R.11.2.5 Read approximately 500 high frequency words fluently during reading	R.11.3.8 Continue to develop sight word vocabulary, including reading words with irregularly spelled suffixes (i.e. *-ous*, *-ion*, *-ive*)	R.11.4.8 Add content words to sight vocabulary
Word Study and vocabulary	R.11.K.10 Sort and classify pictures or objects by concept or function R.11.K.11 Talk about words and word meanings as they are encountered in books and conversation R.11.K.12 Experiment with language, including word families, rhyming words, and playing with words	R.11.1.7 Sort and classify words by function or concept R.11.1.8 Discuss the meaning of new words encountered in independent and assisted reading R.11.1.9 Experiment with language, including riddles and nonsense words and using them in speaking, reading, and writing	R.11.2.6 Sort nouns by features, function, and categories R.11.2.7 Learn new words from reading and discuss the meanings of words R.11.2.8 Experiment with language, including trying new words and using them in speaking, reading, and writing	R.11.3.9 Categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	R.11.4.9 Use word-reference materials, including the glossary, dictionary, and thesaurus, to make meaning of unknown words R.11.4.10 Recognize and use linking verbs

Key: *R.11.K.4=Reading. Standard 11. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	R.11.K.13 Describe common objects with general and specific words				
Accuracy of reading	R.11.K.14 Read grade level texts with accuracy of 90% or above R.11.K.15 Demonstrate automaticity of letter names and sounds R.11.K.16 Self-monitor using cues to make sense of the reading	R.11.1.10 Read grade level texts with accuracy of 90% or above R.11.1.11 Demonstrate automaticity of letter sounds and phonic patterns during reading R.11.1.12 Monitor, cross check, and self correct as needed to make meaning of the text during reading	R.11.2.9 Read grade level texts with accuracy of 90% or above R.11.2.10 Self-monitor to make sense of the reading	R.11.3.10 Read grade level texts with accuracy of 90% or above	R.11.4.11 Read grade level texts with accuracy of 90% or above
Reading with fluency and expression	R.11.K.17 Demonstrate automaticity of letter names at a minimum of 40 letters per minute	R.11.1.13 Read grade level text fluently at a minimum of 40 words per minute	R.11.2.11 Read grade level text fluently at a minimum of 90 words per minute	R.11.3.11 Read grade level text fluently at a minimum of 110 words per minute	R.11.4.12 Read grade level text fluently at approximately 118 words per minute

Key: *R.11.K.4=Reading. Standard 11. Kindergarten. 4th Student Learning Expectation*

Strand: Reading

Standard 11: *Vocabulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
	R.11.K.18 Retell a favorite story using appropriate rhythm, pace, phrasing, and intonation	R.11.1.14 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	R.11.2.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	R.11.3.12 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation	R.11.4.13 Read familiar grade level texts using appropriate rhythm, pace, phrasing, punctuation, and intonation R.11.4.14 Adjust reading rate according to text demands

Key: *R.11.K.4=Reading. Standard 11. Kindergarten. 4th Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Accessing information	IR.12.K.1 Label objects and places	IR.12.1.1 Gather and collect information about a topic	IR.12.2.1 Generate questions about topics of personal interest	IR.12.3.1 Generate questions about important and interesting topics	IR.12.4.1 Formulate questions about a specific topic
	IR.12.K.2 Understand the use of the library and access appropriate materials	IR.12.1.2 Use alphabetical order to the first letter to access information	IR.12.2.2 Use alphabetical order to the second letter to access information	IR.12.3.2 Use alphabetical order to the third letter to access information	
		IR.12.1.3 Use parts of a book to locate information, including table of contents	IR.12.2.3 Use title page, table of contents, glossary, and index to locate information	IR.12.3.3 Use *text features* of nonfiction (e.g., heading, subheading, bold print, italics, etc.) to locate information	IR.12.4.2 Locate information in reference materials by using organizational features
	IR.12.K.3 Use both print and non-print classroom resources for information	IR.12.1.4 Access information from simple charts, graphs, and calendars	IR.12.2.4 Access information from such sources as charts, maps, graphs, and directions	IR.12.3.4 Access information from globes and schedules	IR.12.4.3 Use guide words to locate words in dictionaries and topics in encyclopedias
			IR.12.2.5 Locate information from a variety of print, non-print, and technological resources (dictionaries, magazines, pictures, informational texts, people, and technology/Internet	IR.12.3.5 Consult multiple resources, including print (e.g., dictionaries, encyclopedia, atlases, reference books, thesauri, etc.), technology, and experts to address questions	IR.12.4.4 Collect information about an assigned or self-selected topic using resources of the media center, including Internet, print, and media

Key: *IR.12.K.4=Reading. Standard 12. Kindergarten. 4th Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.					
	Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**
Interpreting Information	IR.12.K.4 Share information about a topic	IR.12.1.5 Stay on topic	IR.12.2.6 Use such graphic organizers as webbing and mapping to organize information	IR.12.3.6 Compile information into various formats IR.12.3.7 Organize information to draw a conclusion	IR.12.4.5 Use text formats and organizing tools as an aid in constructing meaning IR.12.4.6 Make generalizations and draw conclusions based on the research of the topic IR.12.4.7 Develop notes, learning logs, etc. to identify and support main ideas from text

***Key:** IR.12.K.4=Reading. Standard 12. Kindergarten. 4th Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Speaking Vocabulary	OV.1.5.1 Develop vocabulary from content area texts OV.1.5.2 Use standard English in classroom discussion	OV.1.6.1 Develop vocabulary from content area texts and personal reading OV.1.6.2 Use standard English in classroom discussion	OV.1.7.1 Use vocabulary from content area texts and personal reading OV.1.7.2 Use standard English in classroom discussion and *presentation*s	OV.1.8.1 Use vocabulary from content area texts and reading/literature OV.1.8.2 Use standard English in classroom discussion and *presentation*s
Speaking behaviors	OV.1.5.3 Use appropriate oral communication for various purposes and audiences OV.1.5.4 Demonstrate appropriate eye contact OV.1.5.5 Use correct pronunciation to communicate ideas and information	OV.1.6.3 Use appropriate oral communication for various purposes and audiences OV.1.6.4 Demonstrate appropriate eye contact and posture OV.1.6.5 Use correct pronunciation and inflection to communicate ideas and information	OV.1.7.3 Speak for and to various purposes and audiences OV.1.7.4 Demonstrate appropriate eye contact, posture, and volume OV.1.7.5 Use correct pronunciation and inflection/modulation to communicate ideas and information	OV.1.8.3 Speak for and to various purposes and audiences OV.1.8.4 Demonstrate appropriate eye contact, posture, volume, and physical gestures OV.1.8.5 Use correct pronunciation and inflection/modulation to communicate ideas and information
Speaking to share understanding and information	OV.1.5.6 Contribute appropriately to class discussion	OV.1.6.6 Contribute appropriately to class discussion	OV.1.7.6 Contribute appropriately to class discussion	OV.1.8.6 Contribute appropriately to class discussion OV.1.8.7 Deliver oral *presentation*s using available technology

Key: *OV.1.5.2=Oral and Visual Communication. Standard 1. Fifth Grade. 2nd Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 1: *Speaking*

Students shall demonstrate effective oral communication skills to express ideas and to present information.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	OV.1.5.7 Deliver oral *presentation*s using standard English and appropriate vocabulary OV.1.5.8 Use illustrations, pictures, and/or charts in oral *presentation*s across the curriculum	OV.1.6.7 Deliver oral *presentation*s using standard English, appropriate vocabulary, and organization OV.1.6.8 Use a variety of *visual aids* in oral *presentation*s across the curriculum	OV.1.7.7 Deliver oral *presentation*s using standard English, appropriate vocabulary, examples and/or analogies OV.1.7.8 Use a variety of *visual aids* in oral *presentation*s across the curriculum	OV.1.8.8 Report results of interviews, research, etc.
Speaking for literary response and expression	OV.1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose	OV.1.6.9 Participate in a variety of speaking activities, including reading poems, skits, and plays	OV.1.7.9 Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues	OV.1.8.9 Participate in a variety of speaking activities taken from literature or research
Speaking for critical analysis and evaluation	OV.1.5.10 Evaluate self and peers' speaking performance based on preset criteria	OV.1.6.10 Evaluate self and peers' contributions to discussions based on preset criteria	OV.1.7.10 Evaluate self and peers' performance as an interviewer based on preset criteria	OV.1.8.10 Critique oral *presentation*s of self and peers based on preset criteria

Key: *OV.1.5.2=Oral and Visual Communication. Standard 1. Fifth Grade. 2nd Student Learning Expectation*

Strand: Oral and Visual Communication

Standard 2: *Listening*

Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Listening for information and understanding	OV.2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV.2.5.2 Establish purpose for listening OV.2.5.3 Listen attentively for main ideas OV.2.5.4 Demonstrate attentive listening skills to respond to speaker's message	OV.2.6.1 Demonstrate effective listening skills by exhibiting appropriate body language OV.2.6.2 Establish purpose for listening OV.2.6.3 Listen attentively for main ideas and detail OV.2.6.4 Demonstrate attentive listening skills to respond to speaker's message	OV.2.7.1 Demonstrate effective listening skills by exhibiting appropriate body language OV.2.7.2 Establish purpose for listening OV.2.7.3 Listen attentively for mail ideas, details, and organization OV.2.7.4 Demonstrate attentive listening skills to respond to and interpret speaker's message	OV.2.8.1 Demonstrate effective listening skills by exhibiting appropriate body language OV.2.8.2 Establish purpose for listening OV.2.8.3 Listen attentively to summarize OV.2.8.4 Demonstrate attentive and reflective listening skills to respond to and interpret speaker's message
Listening for critical analysis and evaluation	OV.2.5.5 Evaluate *presentation*s using established criteria/*rubric*s	OV.2.6.5 Evaluate *presentation*s using established criteria/*rubric*s	OV.2.7.5 Evaluate *presentation*s using established criteria/*rubric*s (e.g., purpose, content, organization, and delivery)	OV.2.8.5 Evaluate *presentation*s using established criteria/*rubric*s (e.g., purpose, content, organization, and delivery)

Key: OV.2.6.3= Oral and Visual Communication. Standard 2. Sixth Grade. 3rd Student Learning Expectation

Strand: Oral and Visual Communication

Standard 3: *Media Literacy*

Students shall demonstrate knowledge and understanding of media as a mode of communication.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Utilizing media for information and understanding	OV.3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic	OV.3.6.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic	OV.3.7.1 View a variety of visually presented materials for understanding of a specific topic	OV.3.8.1 View a variety of visually presented materials for understanding of a specific topic
Utilizing media for critical analysis and evaluation	OV.3.5.2 Differentiate between fact and opinion in media	OV.3.6.2 Use appropriate criteria to evaluate media for bias	OV.3.7.2 Use appropriate criteria to evaluate media for bias and propaganda	OV.3.8.2 Evaluate a media source for bias, propaganda, and censorship
Utilizing a variety of resources to produce visuals that communicate through print and non-print media	OV.3.5.3 Use *visual aids* to convey information	OV.3.6.3 Create *visual aids* that convey information	OV.3.7.3 Design *presentation*s that incorporate media visuals	OV.3.8.3 Design *presentation*s that incorporate media visuals

Key: OV.3.7.1=Oral and Visual Communication. Standard 3. Seventh Grade. 1st Student Learning Expectation

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Prewriting	W.4.5.1 Generate ideas using such strategies as reading, discussing, *focused free-writing*, observing, and brainstorming	W.4.6.1 Generate ideas using such strategies as reading, discussing, *focused free-writing,* observing, brainstorming, and reading logs	W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming*, focused and unfocused free-writing*, and reading/learning logs	W.4.8.1 Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data
	W.4.5.2 Organize ideas by using such graphic organizers as webbing, mapping, and formal outlining with main topics	W.4.6.2 Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics	W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details
	W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on *expository* and letter writing	W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written *discourse*	W.4.7.3 Determine a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, and descriptive writing	W.4.8.3 Select a focus and an *organizational structure* based on purpose, audience, length, and required format for *expository*, narrative, descriptive, and persuasive writing
	W.4.5.4 Use available technology to access information by using a card catalog	W.4.6.4 Use available technology to access information by using a card catalog and the Internet	W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources	W.4.8.4 Use available technology to access information and to document interviews

Key: *W.4.7.1=Writing. Standard 4. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Drafting	W.4.5.5 Use prewriting to draft *expository* paragraphs within an essay with emphasis on the following: • Central idea • Explanation • Elaboration • Unity • Purpose and audience W.4.5.6 Organize *expository* paragraphs that include a topic sentence, supporting details, and a concluding sentence W.4.5.7 Create an effective lead sentence for each paragraph by using such features as questions or exclamations	W.4.6.5 Use prewriting to draft *expository* paragraphs with emphasis on the following: • Central idea • Explanation • Elaboration • Unity • Purpose and audience W.4.6.6 Organize *expository* paragraphs that include a topic sentence, supporting details, and a concluding sentence W.4.6.7 Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic	W.4.7.5 Create a draft for *expository* writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion— W.4.7.6 Create a draft for *narrative* writing that includes dialogue W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting	W.4.8.5 Create a draft with emphasis on persuasive and *expository* organization W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement

Key: *W.4.7.1=Writing. Standard 4. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Revising	W.4.5.8 Revise content for • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity	W.4.6.8 Revise content for • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity	W.4.7.8 Revise content for • Central Idea • Organization • Unity • Elaboration (e.g., explanation, examples, description, etc.) • Clarity	W.4.8.7 Revise content for • Central Idea • Organization • Unity • Elaboration • Clarity
	W.4.5.9 Revise *style* for • Sentence variety • *Tone* • *Voice* • Selected vocabulary • Selected information	W.4.6.9 Revise *style* for • Sentence variety • *Tone* • *Voice* • Selected vocabulary • Selected information	W.4.7.9 Revise *style* for • Sentence variety • *Tone* • *Voice* • Selected vocabulary • Selected information	W.4.8.8 Revise *style* for • Sentence variety • *Tone* (e.g., sense of audience, etc.) • *Voice* (e.g., specificity, vividness, rhythm of piece, writer's attitude and presence, etc.) • Selected vocabulary • Selected information
	W.4.5.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)	W.4.6.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)	W.4.7.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)	W.4.8.9 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist *rubric*, and/or reference materials (e.g., dictionary, thesaurus, etc.)

Key: *W.4.7.1=Writing. Standard 4. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Editing *Note to teacher:* Align with Conventions Standard.	W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • *Embedding* through standard subordination and modifiers • Standard word order • *Usage* • Standard inflections • Agreement • Word meaning • Conventions • *Mechanics* • Capitalization • Punctuation • Formatting • Spelling	W.4.6.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • *Embedding* through standard subordination and modifiers • Standard word order • *Usage* • Standard inflections • Agreement • Word meaning • Conventions • *Mechanics* • Capitalization • Punctuation • Formatting • Spelling	W.4.7.11 Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • *Embedding* through standard subordination and modifiers • Standard word order • *Usage* • Standard inflections • Agreement • Word meaning • Conventions • *Mechanics* • Capitalization • Punctuation • Formatting • Spelling	W.4.8.10 Edit individually or in groups for appropriate grade-level conventions, within the following features: • *Sentence formation* • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • *Embedding* through standard subordination and modifiers • Standard word order • *Usage* • Standard inflections • Agreement • Word meaning • Conventions • *Mechanics* • Capitalization • Punctuation • Formatting • Spelling

Key: *W.4.7.1=Writing. Standard 4. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 4: *Process*

Students shall employ a wide range of strategies as they write and use different writing process elements appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Publishing	W.4.5.12 Use available technology for sharing and/or publication W.4.5.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations W.4.5.14 Publish/share according to purpose and audience	W.4.6.12 Use available technology for sharing and/or publication W.4.6.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations W.4.6.14 Publish/share according to purpose and audience	W.4.7.12 Use available technology to experiment with various formats for a final written product W.4.7.13 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations W.4.7.14 Publish/share according to purpose and audience	W.4.8.11 Use available technology to create a product and communicate knowledge W.4.8.12 Maintain a writing *portfolio* that exhibits growth in meeting goals and expectations W.4.8.13 Publish/share according to purpose and audience

Key: *W.4.7.1=Writing. Standard 4. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 5: *Purpose, Topics, Forms and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Purposes and Audiences	W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade W.5.5.2 Select the form of writing that addresses the intended audience	W.5.6.1 Write to describe, to inform, to entertain, to explain, and to persuade W.5.6.2 Select the form of writing that addresses the intended audience	W.5.7.1 Write to develop narrative, *expository*, descriptive, and persuasive pieces W.5.7.2 Select the form of writing that addresses the intended audience	W.5.8.1 Develop multiple works in a variety of modes of *discourse* W.5.8.2 Select the form of writing that addresses the intended audience
Topics and Forms	W.5.5.3 Create *expository*, narrative, descriptive, and persuasive writings W.5.5.4 Write poems using a variety of techniques/devices, with emphasis on writing patterned and rhymed poetry W.5.5.5 Write research reports using summarizing and paraphrasing W.5.5.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts	W.5.6.3 Create *expository*, narrative, descriptive, and persuasive writings W.5.6.4 Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing W.5.6.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts	W.5.7.3 Create *expository*, narrative, descriptive, and persuasive writings W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing W.5.7.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts	W.5.8.3 Create *expository*, narrative, descriptive, and persuasive writings W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on *free verse* W.5.8.5 Write research reports that include a thesis and use a variety of sources W.5.8.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts

Key: *W.5.7.1=Writing. Standard 5. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 5: *Purpose, Topics, Forms and Audiences*

Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	W.5.5.7 Write with and without prompts for a sustained period of time	W.5.6.7 Write with and without prompts for a sustained period of time	W.5.7.7 Write with and without prompts for a sustained period of time	W.5.8.7 Write with and without prompts for a sustained period of time
	W.5.5.8 Write in response to literature	W.5.6.8 Write responses to literature that demonstrate understanding or interpretation	W.5.7.8 Write responses to literature that demonstrate understanding or interpretation	W.5.8.8 Write responses to literature that demonstrate understanding or interpretation
	W.5.5.9 Write on demand with or without prompt within a given time frame	W.5.6.9 Write on demand with or without prompt within a given time frame	W.5.7.9 Write on demand with or without prompt within a given time frame	W.5.8.9 Write on demand with or without prompt within a given time frame
	W.5.5.10 Write across the curriculum	W.5.6.10 Write across the curriculum	W.5.7.10 Write across the curriculum	W.5.8.10 Write across the curriculum

Key: *W.5.7.1=Writing. Standard 5. Seventh Grade. 1st Student Learning Expectation*

Strand: Writing

Standard *6: Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Sentence Formation	W.6.5.1 Use a variety of simple and compound sentences of varied lengths W.6.5.2 Use different *kinds of sentences* Declarative Interrogative Imperative Exclamatory W.6.5.3 Use compound subjects and predicates to combine simple sentences for more effective writing *style* W.6.5.4 Define, identify, and use natural and inverted sentence order for emphasis and variety W.6.5.5 Identify and correct fragments and run-ons	W.6.6.1 Use a variety of simple and compound sentences of varied lengths W.6.6.2 Use different *kinds of sentences* Declarative Interrogative Imperative Exclamatory W.6.6.3 Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing *style* W.6.6.4 Define, identify, and use natural and inverted sentence order for emphasis and variety W.6.6.5 Identify and correct fragments and run-ons	W.6.7.1 Vary sentence structure by using simple, compound, and complex sentences and different *kinds of sentences* Declarative Interrogative Imperative Exclamatory W.6.7.2 Write effective sentences by *embedding* clauses, prepositional and appositive phrases, and all compound elements W.6.7.3 Use phrases and clauses to invert sentence order for emphasis and variety W.6.7.4 Correct fragments, run-ons, comma splices, and fused sentences	W.6.8.1 Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different *kinds of sentences* Declarative Interrogative Imperative Exclamatory W.6.8.2 Write more effective sentences by using all compound elements and by *embedding* clauses and prepositional, appositive, and verbal phrases W.6.8.3 Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety W.6.8.4 Correct fragments, run-ons, comma splices, and fused sentences

Key: *W.6.8.1=Writing. Standard 6. Eighth Grade. 1st Student Learning Expectation*

Strand: Writing

Standard *6: Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	W.6.5.6 Define and identify the parts of speech to construct effective sentences Common and proper nouns Pronouns to avoid repetition Active and linking verbs Adjectives to modify nouns and pronouns Adverbs to modify verbs, adjectives, and other adverbs Conjunctions to join Interjections for excitement Prepositions to indicate relationships	W.6.6.6 Use knowledge of the parts of speech to construct effective sentences Common and proper nouns Pronouns to avoid repetition Active and linking verbs Adjectives to modify nouns and pronouns Adverbs to modify verbs, adjectives, and other adverbs Coordinate conjunctions to join Interjections for excitement Prepositions to indicate relationships	W.6.7.5 Analyze personal and peer *sentence formation* for effective use of the parts of speech Precise nouns Pronouns Demonstrative Compound personal Reflexive Intensive Personal Interrogative Relative Indefinite Active and linking verbs Adjectives Possessive Article Interrogative Numeral Demonstrative Indefinite Descriptive Adverbs Manner Time Place Degree Negative Interrogative Conjunctions Coordinate Correlative Subordinate	W.6.8.5 Evaluate personal, peer, or literature-based *sentence formation* for effective use of the parts of speech Precise nouns Pronouns to avoid repetition Verbs Transitive active Transitive passive Intransitive linking Intransitive complete Adjectives to modify nouns and pronouns Adverbs to modify verbs, adjectives, and other adverbs Conjunctions Coordinate Correlative Subordinate Interjections for excitement Prepositions to indicate relationships

Key: *W.6.8.1=Writing. Standard 6. Eighth Grade. 1st Student Learning Expectation*

Strand: Writing

Standard *6: Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
			Interjections for excitement Prepositions to indicate relationships	
Usage	W.6.5.7 Apply conventions of grammar with emphasis on the following: Subject-verb agreement Parts of speech Parts of a sentence Conjugation in simple verb tenses Possessive pronouns	W.6.6.7 Apply conventions of grammar with emphasis on the following: Subject-verb agreement Parts of speech Parts of a sentence Conjugation in perfect verb tenses Possessive, nominative, and objective pronouns	W.6.7.6 Apply conventions of grammar with emphasis on the following: Agreement Subject-verb Pronoun and antecedent Parts of speech Parts of a sentence and *sentence patterns* S-V S-V-DO S-V-IO-DO S-LV-PN S-LV-PA Conjugation in progressive verb forms Prepositional phrases as modifiers Dependent clauses	W.6.8.6 Apply conventions of grammar with emphasis on the following: Subject-verb agreement Parts of speech Pronoun and antecedent agreement Parts of a sentence and *sentence patterns* S-V S-V-DO S-V-IO-DO S-LV-PN S-LV-PA Conjugation in regular, progressive, and emphatic verb forms Verbals
Spelling	W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes W.6.5.9 Spell *homonyms* correctly according to usage	W.6.6.8 Apply correct spelling to commonly misspelled words W.6.6.9 Spell *homonyms* correctly according to usage	W.6.7.7 Spell words correctly in all writing	W.6.8.7 Spell words correctly in all writing

Key: *W.6.8.1=Writing. Standard 6. Eighth Grade. 1st Student Learning Expectation*

Strand: Writing

Standard *6: Conventions*

Students shall apply knowledge of Standard English conventions in written work.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Capitalization	W.6.5.10 Apply conventional rules of capitalization in writing	W.6.6.10 Apply conventional rules of capitalization in writing	W.6.7.8 Apply conventional rules of capitalization in writing	W.6.8.8 Apply conventional rules of capitalization in writing
Punctuation	W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on End marks Quotation marks Comma in a series Comma in compound sentences Comma in complex sentence Comma in direct address	W.6.6.11 Apply conventional rules of punctuation in writing with emphasis on End marks Quotation marks Comma in a series Comma in compound sentences Comma in complex sentence Comma in direct address	W.6.7.9 Apply conventional rules for all end marks and commas in writing W.6.7.10 Use semi-colons and colons in compound and compound-complex sentences W.6.7.11 Use colons in compound and compound-complex sentences and to introduce lists W.6.7.12 Use double and single quotation marks in dialogue	W.6.8.9 Apply conventional rules of punctuation in writing W.6.8.10 Edit own and peer papers with emphasis on All end marks Commas Dash Hyphen Quotation marks Double Single Parentheses Semicolons Colons

Key: *W.6.8.1=Writing. Standard 6. Eighth Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Purposefully shaping and controlling language	W.7.5.1 Use figurative language purposefully, such as simile and metaphor, to shape and control language	W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers	W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers	W.7.8.1 Use figurative language purposefully, such as *alliteration* and *assonance*, to shape and control language to affect readers
	W.7.5.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6)	W.7.6.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6)	W.7.7.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6)	W.7.8.2 Use a variety of *sentence types* and lengths (see Conventions Standard 6)
		W.7.6.3 Use word or sentence repetition for effect	W.7.7.3 Use word or sentence repetition for effect	W.7.8.3 Use repetition for effect
	W.7.5.3 Use transition words	W.7.6.4 Use transition words/ phrases	W.7.7.4 Use transition words/ phrases	W.7.8.4 Use transition words/ phrases
	W.7.5.4 Use purposeful vocabulary for emphasis or elaboration	W.7.6.5 Use purposeful vocabulary with emphasis on developing *style*	W.7.7.5 Use purposeful vocabulary with emphasis on developing *voice*	W.7.8.5 Use purposeful vocabulary with emphasis on developing *tone*
	W.7.5.5 Create a strong lead and conclusion	W.7.6.6 Create a strong lead and conclusion	W.7.7.6 Create an effective lead and conclusion	W.7.8.6 Create an effective lead and conclusion
	W.7.5.6 Use logical sequence	W.7.6.7 Narrow the time focus of a piece of writing	W.7.7.7 Narrow the time focus of a piece of writing	W.7.8.7 Use flashback/time transitions

Key: *W.7.6.1=Writing. Standard 7. Sixth Grade. 1st Student Learning Expectation*

Strand: Writing

Standard 7: *Craftsmanship*

Students shall develop personal style and voice as they approach the craftsmanship of writing.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	W.7.5.7 Use writer's checklist or scoring guides/*rubric*s to improve written work W.7.5.8 Self-evaluate writing using checklists or scoring guides/*rubric*s	W.7.6.8 Use writer's checklist or scoring guides/*rubric*s to improve written work W.7.6.9 Self-evaluate writing using checklists or scoring guides/*rubric*s	W.7.7.8 Vary the placement of topic sentences W.7.7.9 Use dialogue effectively W.7.7.10 Use humor appropriately W.7.7.11 Use writer's checklist or scoring guides/*rubric*s to improve written work W.7.7.12 Self-evaluate writing	W.7.8.8 Use dialogue effectively W.7.8.9 Use anecdotes and quotes W.7.8.10 Use scoring guides or *rubric*s to improve all aspects of written projects W.7.8.11 Self-evaluate writing

Key: *W.7.6.1=Writing. Standard 7. Sixth Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.	**Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.**	**Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.**	**Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.**
Prior Knowledge	R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.6.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.7.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.8.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading
Making Connections	R.9.5.2 Describe the interrelationships between text and other content areas	R.9.6.2 Analyze the interrelationships of text and world issues/events by applying connection strategies	R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies	R.9.8.2 Evaluate the interrelations of text and world issues/events by applying connection strategies R.9.8.3 Connect, compare, and contrast ideas, themes, and issues across texts
Using questioning and monitoring	R.9.5.3 Generate questions to establish purposes for reading R.9.5.4 Generate questions relevant to text and topics	R.9.6.3 Generate and revise questions to establish purposes for reading R.9.6.4 Generate and revise questions relevant to text and topics	R.9.7.3 Prioritize questions formulated and purposes established for reading R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning	R.9.8.4 Defend questions formulated and purposes established for reading R.9.8.5 Generate and define questions related to universal themes to interpret meaning

Key: *R.9.7.1=Reading. Standard 9. Seventh Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	R.9.5.5 Monitor comprehension in relation to questions generated	R.9.6.5 Monitor comprehension in relation to questions generated	R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns	R.9.8.6 Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns
Using inferences and interpretations	R.9.5.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R.9.5.7 Make inferences supported by a character's thoughts, words and actions, or the narrator's description R.9.5.8 Analyze literary elements of character, plot, and setting	R.9.6.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R.9.6.7 Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters R.9.6.8 Analyze literary elements of character, plot, and setting	R.9.7.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R.9.7.7 Infer a character's impact on plot development R.9.7.8 Infer mood of text R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution	R.9.8.7 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R.9.8.8 Infer a character's role in development of plot and theme R.9.8.9 Infer mood and theme of text R.9.8.10 Use literary elements and historical context to infer author's intent R.9.8.11 Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved

Key: *R.9.7.1=Reading. Standard 9. Seventh Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	R.9.5.9 Compare/contrast the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text	R.9.6.9 Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme R.9.6.10 Distinguish among facts and inferences supported by evidence and opinions in text	R.9.7.10 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text	R.9.8.12 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work R.9.8.13 Distinguish among stated fact, reasoned judgment, and opinion in text
Determining Importance	R.9.5.11 Use such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R.9.5.12 Identify main ideas and supporting evidence in short reading passages R.9.5.13 Use the *text features* to locate and recall information, with emphasis on fonts/effects and illustrations/photographs	R.9.6.11 Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.) R.9.6.12 Identify main ideas and supporting evidence in short reading passages R.9.6.13 Use the *text features* to locate and recall information, with emphasis on cue words and phrases	R.9.7.12 Identify main ideas and supporting evidence in short stories and novels R.9.7.13 Use the *text features* to locate and recall information, with emphasis on graphics	R.9.8.14 Classify and organize information from more than one text, based on purpose and/or level of importance R.9.8.15 Identify main ideas and supporting evidence in short stories and novels R.9.8.16 Use the *text features* to locate and recall information, with emphasis on text organizers

Key: *R.9.7.1=Reading. Standard 9. Seventh Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	R.9.5.14 Use knowledge of text structure(s) to enhance understanding with emphasis on sequence and description R.9.5.15 Classify and organize text information by level of importance in a variety of ways, including timelines and graphic organizers, to support and explain ideas R.9.5.16 Scan materials to locate specific information R.9.5.17 Skim materials to develop a general overview	R.9.6.14 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast R.9.6.15 Classify and organize text information by determining subtopics of information R.9.6.16 Use skimming and scanning to locate specific information to develop a general overview R.9.6.17 Analyze information from the text, based on purpose and/or level of importance	R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution R.9.7.15 Organize information, including simple outlining R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	R.9.8.17 Determine text structure(s) to enhance understanding R.9.8.18 Organize information, including simple outlining R.9.8.19 Use skimming, scanning, note-taking, outlining, and questioning as study strategies
Summarizing and Synthesizing	R.9.5.18 Retell stories with detail R.9.5.19 Summarize information including main idea and significant supporting details	R.9.6.18 Summarize the content of a text	R.9.7.17 Summarize the content of multiple chapters of a text	R.9.8.20 Synthesize information from multiple texts and provide evidence to support

Key: *R.9.7.1=Reading. Standard 9. Seventh Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 9: *Comprehension*

Students shall apply a variety of strategies to read and comprehend printed material.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Evaluating	R.9.5.20 Evaluate a character's decision/action R.9.5.21 Evaluate personal, social, and political issues as presented in text	R.9.6.19 Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions R.9.6.20 Evaluate personal, social, and political issues as presented in text	R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions R.9.7.19 Evaluate personal, social, and political issues as presented in text	R.9.8.21 Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme R.9.8.22 Evaluate personal, social, and political issues as presented in text

Key: *R.9.7.1=Reading. Standard 9. Seventh Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Exhibits behaviors and habits of an active reader	R.10.5.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels R.10.5.2 Read texts that reflect contributions of different cultural groups R.10.5.3 Vary reading strategies according to text and purpose	R.10.6.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels R.10.6.2 Read texts that reflect contributions of different cultural groups R.10.6.3 Vary reading strategies according to text and purpose	R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels R.10.7.2 Read texts that reflect contributions of different cultural groups R.10.7.3 Vary reading strategies according to text and purpose	R.10.8.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels R.10.8.2 Read texts that reflect contributions of different cultural groups R.10.8.3 Vary reading strategies according to text and purpose
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation	R.10.5.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials R.10.5.5 Identify cause/effect and problem/solution relationships	R.10.6.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials R.10.6.5 Compare /contrast information from multiple sources	R.10.7.4 Understand how word choice and language structure convey an author's viewpoint	R.10.8.4 Examine the author's credibility, use of text structure, word choice, and viewpoint to evaluate message

Key: *R.10.5.31=Reading. Standard 10. Fifth Grade. 3rd Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	R.10.5.6 Skim materials to locate specific information R.10.5.7 Scan materials to develop a general overview R.10.5.8 Locate information to support opinions, predictions, and conclusions R.10.5.9 Use knowledge of text structure to locate information and aid comprehension	R.10.6.6 Use skimming and scanning to locate specific information or to develop a general overview R.10.6.7 Select informational sources appropriate for a given purpose R.10.6.8 Organize and synthesize information for use in written and oral *presentation* R.10.6.9 Understand and analyze the differences in structure of various informational text	R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies R.10.7.6 Organize and synthesize information for use in written and oral *presentation*	R.10.8.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies
Reading a variety of literature for enjoyment, critical analysis and evaluation	R.10.5.10 Read a variety of literature, including historical fiction, biography, and realistic fiction	R.10.6.10 Read a variety of literature, including historical fiction, autobiography, and realistic fiction	R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths	R.10.8.6 Read a variety of literature, including essays and plays R.10.8.7 Evaluate the credibility of the narrator R.10.8.8 Identify the basic parts of drama

Key: *R.10.5.31=Reading. Standard 10. Fifth Grade. 3rd Student Learning Expectation*

Strand: Reading

Standard 10: *Variety of text*

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
				R.10.8.9 Describe how stage directions help the reader understand a play
Reading a variety of poetry for enjoyment, critical analysis and evaluation	R.10.5.11 Read a variety of poetry, with emphasis on rhymed and patterned R.10.5.12 Describe the characteristics of rhymed and patterned poetry	R.10.6.11 Read a variety of poetry, with emphasis on narrative, including ballads R.10.6.12 Explain how form, including rhyme, rhythm, repetitions, line structure and punctuation, conveys the mood and meaning of a poem	R.10.7.8 Read a variety of poetry, with emphasis on lyric poetry R.10.7.9 Identify the use of poetic devices, including comparison, *alliteration*, repetition, onomatopoeia, and rhyme R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem	R.10.8.10 Read a variety of poetry, with emphasis on *free verse* R.10.8.11 Interpret poetry, noting distinctive poetic devices
Reading a variety of practical materials for enjoyment, critical analysis and evaluation	R.10.5.13 Read and utilize functional/*practical text*s, including catalogs, schedules, and diagrams R.10.5.14 Use graphic organizers to analyze information	R.10.6.13 Read and utilize functional/*practical text*s, including advertisements, slogans, brochures, and timelines R.10.6.14 Analyze message through pictures, images, and photographs	R.10.7.11 Read and utilize functional/*practical text*s, including forms, reports, cover letters, letterheads, and business letters R.10.7.12 Analyze advertisements for bias and propaganda	R.10.8.12 Read and utilize functional/*practical text*s, including manuals, memos, job applications, and career guides R.10.8.13 Analyze newspaper articles and editorials for bias and propaganda

Key: *R.10.5.31=Reading. Standard 10. Fifth Grade. 3rd Student Learning Expectation*

Strand: Reading

Standard 10: ***Variety of text***

Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
		R.10.6.15 Analyze selections through text, images, and photographs for a given purpose		

Key: *R.10.5.31=Reading. Standard 10. Fifth Grade. 3rd Student Learning Expectation*

Strand: Reading

Standard 11: Vocab*ulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Word recognition	R.11.5.1 Automatically decode words to ensure focus on comprehension R.11.5.2 Continue to develop and maintain an adequate body of sight words R.11.5.3 Add content words to sight vocabulary	R.11.6.1 Automatically decode words to ensure focus on comprehension R.11.6.2 Continue to develop and maintain an adequate body of sight words R.11.6.3 Add content words to sight vocabulary	R.11.7.1 Automatically decode words to ensure focus on comprehension R.11.7.2 Continue to develop and maintain an adequate body of sight words R.11.7.3 Add content words to sight vocabulary	R.11.8.1 Automatically decode words to ensure focus on comprehension R.11.8.2 Continue to develop and maintain an adequate body of sight words R.11.8.3 Add content words to sight vocabulary
Word Study and Vocabulary	R.11.5.4 Use knowledge of root words and affixes and word relationships to determine meaning R.11.5.5 Use context to determine meaning of multiple meaning words R.11.5.6 Use resources to determine meaning of technical and specialized vocabulary R.11.5.7 Determine useful and relevant words	R.11.6.4 Use knowledge of root words and affixes and word relationships to determine meaning R.11.6.5 Use context to determine meaning of multiple meaning words R.11.6.6 Use resources to determine meaning of technical and specialized vocabulary R.11.6.7 Determine useful and relevant words	R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning R.11.7.5 Use context to determine meaning of multiple meaning words R.11.7.6 Use resources to determine meaning of technical and specialized vocabulary R.11.7.7 Determine useful and relevant words	R.11.8.4 Use knowledge of root words and affixes and word relationships to determine meaning R.11.8.5 Use context to determine meaning of multiple meaning words R.11.8.6 Use resources to determine meaning of technical and specialized vocabulary R.11.8.7 Determine useful and relevant words

Key: *R.11.6.1=Reading. Standard 11. Sixth Grade. 1st Student Learning Expectation*

Strand: Reading

Standard 11: Vocab*ulary, Word Study, and Fluency*

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
	R.11.5.8 Identify figurative language such as idioms, similes and metaphors R.11.5.9 Use word origins including common roots and word parts from Greek and Latin to analyze the meaning and determine pronunciation and derivations of complex words R.11.5.10 Use context clues to select appropriate dictionary definition R.11.5.11 Anticipate noun following noun markers including *a, an,* and *the*	R.11.6.8 Explain the meaning of figurative language such as idioms, similes and metaphors R.11.6.9 Identify word origins, derivations and inflections and foreign words R.11.6.10 Use context clues to select appropriate dictionary definition	R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases R.11.7.9 Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary R.11.7.10 Use context to determine meaning of multiple meaning words.	R.11.8.8 Identify and explains similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases R.11.8.9 Identify how words from other cultures have been incorporated into English vocabulary usage. R.11.8.10 Use context, structure, denotations and connotations to determine meaning of words and phrases
Reading with fluency	R.11.5.12 Read grade level text orally with an approximate rate of 128 words per minute R.11.5.13 Read grade level text orally with accuracy and expression	R.11.6.11 Read grade level text orally with an approximate rate of 145 words per minute R.11.6.12 Read grade level text orally with accuracy and expression	R.11.7.11 Read grade level text with an approximate rate of 167 words per minute R.11.7.12 Read grade level text orally with accuracy and expression	R.11.8.11 Read grade level text with an approximate rate of 171 words per minute R.11.8.12 Read grade level text orally with accuracy and expression

Key: *R.11.6.1=Reading. Standard 11. Sixth Grade. 1st Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Accessing information	IR.12.5.1 Generate questions to select a specific topic for research IR.12.5.2 Use reference features (e.g., table of contents, indices, and glossaries, etc.) and *text features* (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information IR.12.5.3 Use print and electronic sources, including the card catalog, to locate information IR.12.5.4 Gather information from a source appropriate to purpose and topic	IR.12.6.1 Generate questions to explore and select a specific topic for research IR.12.6.2 Use reference features (e.g., bibliographies, etc.) and *text features* (e.g., appendix, preface, index, glossary, etc.) to access information IR.12.6.3 Use print and electronic sources, including computer databases, to locate information IR.12.6.4 Gather information from more than one source appropriate to purpose and topic	IR.12.7.1 Formulate original questions to select a topic for research IR.12.7.2 Use reference features (e.g., endnotes, etc.) and *text features* (e.g., endnotes, footnotes, bibliography, etc.) to access information IR.12.7.3 Use print and electronic sources, such as card catalogs and computer databases, to locate information IR.12.7.4 Gather information from more than one type of source (e.g., periodicals, books, learning logs, etc.) IR.12.7.5 Evaluate sources to select those most reliable and appropriate to purpose and topic	IR.12.8.1 Formulate original questions to explain and select a topic for research IR.12.8.2 Use appropriate reference features and *text features* to access information effectively IR.12.8.3 Use print and electronic sources independently to locate information IR.12.8.4 Gather information from more than one type of source (e.g., interviews, Internet, lab notes, etc.) IR.12.8.5 Self-select credible sources appropriate to purpose and topic

Key: *R.12.7.1=Reading. Standard 12. Seventh Grade. 1st Student Learning Expectation*

Strand: Inquiring/Researching

Standard 12: *Research/Inquiry Process*

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.				
	Grade 5	**Grade 6**	**Grade 7**	**Grade 8**
Interpreting Information	IR.12.5.5 Explain information presented in graphic sources	IR.12.6.5 Interpret information from graphic sources	IR.12.7.6 Use information presented in graphic sources to draw conclusions	IR.12.8.6 Create visual graphics to interpret information
	IR.12.5.6 Develop notes to identify support, and paraphrase main ideas from text	IR.12.6.6 Develop notes that include main ideas, summaries, and paraphrasing from one or more sources	IR.12.7.7 Develop notes that include main topics, details, summaries, and paraphrasing from multiple types of sources	IR.12.8.7 Use notes to narrow a topic to develop a thesis statement
	IR.12.5.7 Create a formal topic outline of main topics	IR.12.6.7 Create a formal topic outline of main and sub-topics	IR.12.7.8 Create a formal topic outline of main topic, sub-topics, and details	IR.12.8.8 Create a formal topic outline of thesis, main topics, sub-topics, and details
	IR.12.5.8 Use research to create an oral, written, or visual *presentation* /product	IR.12.6.8 Use research to create one or more oral, written, or visual *presentation*s /products	IR.12.7.9 Use research to create one or more oral, written, or visual *presentation*s /products	IR.12.8.9 Use research to create one or more oral, written, or visual *presentation*s /products

Key: *R.12.7.1=Reading. Standard 12. Seventh Grade. 1st Student Learning Expectation*

Glossary

Acrostics A kind of word puzzle sometimes used as a teaching tool in vocabulary development in which lines of verse or prose are arranged so that words, phrases, or sentences are formed when certain letters from each line are used in a certain sequence

Alliteration The repetition of initial consonant sounds in closely positioned words or stressed syllables for aural effect

Anaphora The deliberate repetition of a word or phrase usually at the beginning of several successive verses, clauses, or paragraphs; for example, "*We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills*" (Winston S. Churchill).

Archetype A symbol, theme, setting, or character-type that recurs in different times and places in literature so frequently or prominently as to suggest that it embodies some essential element of "universal" human experience, such as *Frankenstein*, *Dracula*, and *Dr. Jekyll and Mr. Hyde*, the archetypes that have influenced horror stories.

Assonance The repetition in words of identical or similar vowel sounds in closely positioned words, as */a/* in the *mad hatter*, for aural effect

Cinquain A five-line stanza of syllabic verse. The five lines have, respectively, two, four, six, eight, and two syllables.

Closed syllable A syllable ending with one or more consonants

Commentary information Student writer's interpretations and inferences supported with concrete information

Concrete information Factual material from the text

Content prose (text) Prose selections taken from across the curriculum

Couplet A pair of rhyming verse lines, especially lines of the same length

Descriptive writing Provides details about an object, place, or person purposefully to make the experience depicted come alive for the reader

Diamantes Poetry arranged in a diamond pattern using seven lines in the following manner: line 1, one word subject (noun); line 2, two adjectives describing line 1 noun; line 3, three participles ending in -ing or -ed to describe line I noun; line 4, four words - two related to the noun in line 1 and two related to the noun in line 7 (they may be arranged concurrently or alternately, as the originator of the poem wishes); line 5, three participles ending in -ing or -ed to describe line 7 noun; line 6, two adjectives describing line 7 noun; line 7, one word growing out of or opposite to line 1 noun (another noun)

Digraph	Two letters that represent one speech sound, such as *ch* for */ch/* in *chin* or *ea* for */e/* in *bread*
Discourse	Purposeful communication between people
Disinformation	Deliberately misleading information announced publicly or leaked by a government or especially by an intelligence agency for the purpose of influencing public opinion or the government in another nation: "*He would be the unconscious channel for a piece of disinformation aimed at another country's intelligence service*" (Ken Follett).
Embedding	Process of combining sentence in which one clause or phrase is contained inside another
Evaluation	Judgment of performance as process or product or change
Expository text/writing	One of the four traditional forms of composition in speech and writing (expository, narrative, descriptive, and persuasive), intended to set forth or explain
Fluency	The clear, rapid, and easy expression of ideas in reading, writing, or speaking: movements that flow smoothly, easily, and readily
Focused freewriting	Freewriting that is restricted by time or topic
Free verse	Verse with an irregular metrical pattern and line length
Freewriting	Writing that is unrestricted in form, style, content and purpose; a technique designed to aid the student-writer in finding a personal voice through uninhibited expression
Genre	A form or style of writing, such as narrative (a story), informative (a report), or functional (instructions)
Homographs	Words that are spelled the same but may sound different and have different meanings, such as *minute* (a minute of time) and *minute* (very small)
Homonyms	Words that sound the same and have the same spelling but have different meanings, such as *table* (a piece of furniture) and *table* (a list of information)
Homophones	Words that sound the same but are spelled differently and have different meanings, such as *hear* and *here*
Infographics	Information conveyed by graphic elements, including charts, graphs, etc., often contained in print media
Inversion	An interchange of position of adjacent objects in a sequence, especially a change in normal word order, such as the placement of a verb before its subject

Kinds of sentences	Declarative—makes a statement or expresses and opinion and ends with a period; imperative—makes a request or gives a command and ends with either a period or an exclamation point; exclamatory—expresses strong feeling and ends with an exclamation point; interrogative—asks a question and ends with a question mark
Limericks	A fixed form of light verse of five lines with a rhyme scheme of *aabba* and specific meter, used exclusively for humorous or nonsense verse
Literary device	An all-purpose term used to describe any literary technique deliberately used to achieve a specific effect
Literary prose	Prose selections taken from novels, short stories, essays, etc.
Mechanics	Includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are capitalization, punctuation, formatting, and spelling.
Mode of writing	The major types of written discourse: persuasive, expository, narrative; descriptive
Narrative	Text in any form (print, oral, or visual) that recounts events or tells a story
Nonprint text	Any text that creates meaning through sounds or images or both, such as photographs, drawings, collages, films, videos, computer graphics, speeches, oral poems and tales, and songs
Onset	The consonants preceding the vowel of a syllable, as */str/* in *strip* and */c/* in *cat*
Organizational structure	Compare/contrast, analyze cause/effect, chronological order, inference, and evaluation
Persona	An assumed identity or fictional "I" assumed by a writer in a literary work; thus the speaker or narrator
Personal voice	In writing, the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc; author's voice
Phoneme	The smallest units of sound in a given language (The phonemes in the words are not always the same as the letters in a word. In the word *dog*, there are three phonemes [d-o-g] and three letters. In the word *snow*, there are three phonemes [s-n-o] but four letters.)
Phonics	A term generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one or more sounds (or phonemes).

Point of view	The angle of vision from which a story is told; the four basic points of view are 1) *omniscient* –the author tells the story, using third person, and knows all and is free to tell anything, including what other characters think and feel and why they act as they do; 2) *limited omniscient*—the author tells the story, using third person, but limits himself to a complete knowledge of one character and tells only what that one character thinks, feels, see, or hears; 3) *first person*—the story is told by one of the characters, using first person; 4) *objective (or dramatic)*—the author tells the story, using third person, but is limited to reporting what his characters say or do and does not interpret their behavior or tell their thoughts or feelings
Portfolio	A systematic and purpose collection of a variety of materials related to student learning. Rather than an archive of all the student's work throughout the year, a portfolio can serve as both an instructional and an assessment tool. The essential contents of both instructional and assessment portfolios are samples of student performance in important learning activities, student, teacher, and parent reflections on those samples, and any other relevant information that documents a student's developmental status and progress over time.
Practical text	Functional information useful in everyday applications, including manuals, handbooks, warranties, etc.
Presentation	May be oral, written, graphic, or musical and include art, music, writing
Pre-writing activities	List, survey, read, discuss, freewrite (focused/unfocused), learning and reading log, gather data, conduct experiments, debate, interview, observe, use visual aids including mapping, webbing, and formal outlining to gather and organize material for writing
Primary sources	Firsthand information, including memoirs, interviews, letters, and public documents
Prose	The ordinary language of men in speaking or writing; language not cast in poetical measure or rhythm; distinguished from verse or metrical composition. *I speak in prose, and let him rymes make*. --Chaucer.
Quatrain	A stanza or poem of four lines, rhymed or unrhymed
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Rhetorical strategies	Plans used in arranging writing tasks or compositions, including comparison/contrast, narration, description, process analysis, etc.
Rime	A vowel and any following consonants of a syllable, such as */ack/* in *black* (Not all words or syllables have an onset, but they all have a rime. *Out* is a rime without an onset.)
Rubric	A scoring guide used to evaluate the quality of a student performance; typically, a rubric lists criteria that describe levels of proficiency on a task

Secondary sources	Works that have been collected, interpreted, or published by someone other than the original source
Sentence formation	Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts. Features of this writing domain are completeness, absence of fused sentences, expansion thorough standard coordination and modifiers, embedding through standard subordination and modifiers, and standard word order.
Sentence Patterns	S-V= Subject + Verb S-V-DO= Subject + Verb + Direct Object S-V-IO-DO= Subject + Verb + Indirect Object + Direct Object S-LV-PN = Subject + Linking Verb + Predicate Nominative S-LV-PA = Subject + Linking Verb + Predicate Adjective
Sentence Types	see Types of Sentences below
Socratic discourse	A technique in which a teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge
Sound devices	Words with meanings or functions that are indicated by their pronunciation, including onomatopoeia, alliteration, consonance, etc.
Style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme
Syntax	The rules by which words are combined to form grammatically correct sentences (i.e., plurals, future tense, etc.); the study of how sentences are formed and the grammatical rules that govern their formation
Text Features	Format, italics, headings, sub-headings, graphics, sequence, diagrams, illustrations
Tone	The implied attitude toward the subject matter or audience of a text that readers may infer from the text's language, imagery, and structure
Types of sentences	Simple—consists of one independent clause; compound—consists of two or more independent clauses; complex—consists of one independent clause and one or more dependent (subordinate) clauses; compound-complex—consists of tow or more independent clauses and one or more dependent (subordinate) clauses
Usage	Comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are standard inflections, agreement, word meaning, and conventions.
Visual aids	Presentational tools that appeal to the sight and are used for illustration and demonstration

Visualization	The process or result of mentally picturing objects or events that are normally experienced directly
Voice	*see Personal voice
Writing process	The many aspects of the complex act of producing a written communication, specifically, planning, drafting, revising, editing, and publishing

English Language Arts Curriculum Framework Revision Committee

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